

# Active Supervision Plan for CCLC & FCCLH

(CCLC) – 591-1-1-.32(7)

(FCCLH) – 290-2-3-.07(17)

## Program Information

**Date:**

**Program/Provider Name:**

**Program Official:**

**Child Care Consultant:**

## What is Active Supervision?

Active Supervision is the most effective strategy for creating a safe environment for young children. Active Supervision is a proactive strategy widely used by childcare programs to ensure all caregiver staff provide focused and intentional observation by positioning themselves to hear and see children at all times. Active Supervision aims to prevent harm and injury to children and requires caregivers to use their knowledge of each child's development, abilities, and personalities to anticipate what children might do in an environment full of activity, then how caregivers can get involved and redirect them when necessary.

## Why is an Active Supervision Plan Important?

Developing an Active Supervision Plan that is program specific, will help Child Care Learning Centers (CCLC) and Family Child Care Learning Homes (FCCLH) address safety concerns, prepare strategies, take advantage of all available learning opportunities, and allow children to explore their environment safely.

This Active Supervision Plan should be reviewed frequently with staff and be easily accessible in a designated, but private place within each classroom (i.e., inside a cabinet, etc.), for staff reference. A copy can also be left in the office to ensure that others in the program (Director, Provider, administrative staff) are aware of and are familiar with the plan. Designated staff should monitor how the plan is being implemented while children are present and determine if revisions are needed, based on changes in the environment and/or child needs/behaviors.

## Developing the Active Supervision Plan – Step 1: Evaluate the Environment

**Prior to developing the Active Supervision Plan, the following questions and chart below should be considered to evaluate and identify the current environment, class schedule, and children's individual development:**

- What are the individual abilities of the children in this room?
- Are classroom rules simple, focused on positive actions of what children should do, and displayed in a way that children can understand their meaning (Ex. photos & words)?
- Do caregivers provide guidance to:
  - Help children use materials appropriately?
  - Explain what children should do, rather than only telling them what not to do?
  - Give instruction and information before beginning an activity or introducing a new toy?

- Are there any blind spots due to the shape of the classroom, or tall furnishings?
- Are learning centers arranged so that children remain in full view of the caregiver when using materials?
- How many caregivers are in the classroom?
- Do caregivers scan the classroom to monitor all children, and engage with individual and small groups of children during play activities and routines?
- How are routines such as meals or bathroom times handled?

### Key Intervals to Evaluate the Environment

Use the following chart as a guide to evaluate the current environment prior to developing the Active Supervision Plan. The chart can be modified, reviewed, and updated as needed to reflect specifics for each classroom or program.

Activity	Description	Supervision		
		Adequate	*Plan Needed	Date
Arrival and Sign-In – Departure and Sign-out	Person to check children in/out, monitor door/sign-in/out sheet, system to account for children, release to person(s), therapists/other services sign-in/out procedures, etc.			
<b>*Observed Classroom Activities</b>				
Restroom Planning and Diapering (Indoors and Outdoors)	Maintaining visual/audible supervision, identify visual barriers, bathroom location, hazards inaccessible, etc.			
<b>*Observed Classroom Activities</b>				
Indoor to Outdoor Transitions and Outdoor to Indoor Transitions	Organize/inspect play area, hazards, gathering/escorting/monitoring children, walking to other play areas; (bathrooms, etc.)			
<b>*Observed Classroom Activities</b>				
Transitions between Activities	Prepare next activity before children transition, assigning tasks that children can do during transitions, making transitions brief to prevent behavior/supervision issues			
<b>*Observed Classroom Activities</b>				

Activity	Description	Supervision		
		Adequate	*Plan Needed	Date
Transportation	Monitoring/accounting for children, checks of vehicle, escorting into building, etc.			
<b>*Observed Classroom Activities</b>				
Mealtimes	Meal prep/cooking, meal serving, age-developmentally appropriate foods, bottle-fed children, seated within arm's length of children thirty-six (36) months of age and younger, etc.			
<b>*Observed Classroom Activities</b>				
Nap Time	Monitoring sleeping/non-sleeping children, nap locations/areas, adequate lighting, Infant safe sleep, etc.			
<b>*Observed Classroom Activities</b>				
Planned system for children who need extra support	Difficulty with transitions, challenging behaviors, escape/hiding risks, disabilities, etc.			
<b>*Observed Classroom Activities</b>				
Personal Needs/Emergencies	Restroom breaks, illness, injury, emergency phone calls, staff shortage, fire, flood, emergency plan, emergency kit, etc.			
<b>*Observed Classroom Activities</b>				
Environment	Classroom/childcare areas are arranged for easy sight of children, no hidden areas; furniture not blocking sightline, etc.			
<b>*Observed Classroom Activities</b>				
Other:				
<b>*Observed Classroom Activities</b>				

## Developing the Active Supervision Plan – Step 2: Create the Active Supervision Plan

Use information gathered during the evaluation phase and the strategies below, to determine any needed changes and to formulate the Active Supervision Plan.

### Six Strategies to Keep Children Safe

#### Set Up the Environment

Staff set up the environment so that they can supervise children at all times. Learning centers are set up with appropriate space, furnishings, and equipment for the type of play taking place in the center. Small spaces are kept clutter free and big spaces are set up so that children have clear play spaces that staff can observe.

#### Position Staff

Staff carefully plan where they will position themselves in the environment to prevent children from harm. They place themselves so that they can see and hear all of the children in their care. They make sure there are always clear paths to where children are playing, sleeping, and eating so they can react quickly when necessary. Staff stay close to children who may need additional support. Their location helps them provide support, if necessary.

#### Scan and Count

Staff are always able to account for the children in their care. They continually scan the entire environment to know where everyone is and what they are doing. They count the children frequently. This is especially important during transitions when children are moving from one location to another.

#### Listen

Specific sounds or the absence of them may signify reason for concern. Staff who are listening closely to children immediately identify signs of potential danger. Programs that think systemically, implement additional strategies to safeguard children. For example, bells added to doors help alert staff when someone leaves or enters the room.

#### Anticipate Children's Behavior

Staff use what they know about each child's individual interests and skills to predict what he/she will do. They create environments that are safe and engaging to children, but also recognize when children might wander, get upset, or take risks. Information from the daily health check (e.g., illness, allergies, lack of sleep or food, etc.) informs staff's observations and helps them anticipate children's behavior. Staff also use knowledge of each child's individual interests and skills to establish well-planned schedules and transitions, as these may impact children's behavior throughout the day. Staff who know what to expect are better able to protect children from harm.

#### Engage and Redirect

Staff use active supervision skills to know when to offer children support. Staff wait until children are unable to solve problems on their own to get involved. They may offer different levels of assistance or redirection depending on each individual child's needs.

## Proposed Active Supervision Plan

Use the following chart as a guide to create the Active Supervision Plan. The Plan can be modified, reviewed, and updated as needed to reflect specifics for each classroom or program and implement accordingly.

Activity	Description	Supervision Plan		
		Date Developed	Date Reviewed	Date Reviewed
Arrival and Sign-In – Departure and Sign-out	Person to check children in/out, monitor door/sign-in/out sheet, system to account for children, release to person(s), therapists/other services sign-in/out procedures, etc.			
<b>*Active Supervision Strategies</b>				
Restroom Planning and Diapering (Indoors and Outdoors)	Maintaining visual/audible supervision, identify visual barriers, bathroom location, hazards inaccessible, etc.			
<b>*Active Supervision Strategies</b>				
Indoor to Outdoor Transitions and Outdoor to Indoor Transitions	Organize/inspect play area, hazards, gathering/escorting/monitoring children, walking to other play areas; (bathrooms, etc.)			
<b>*Active Supervision Strategies</b>				
Transitions between Activities	Prepare next activity before children transition, assigning tasks that children can do during transitions, making transitions brief to prevent behavior/supervision issues			
<b>*Active Supervision Strategies</b>				
Transportation	Monitoring/accounting for children, checks of vehicle, escorting into building, etc.			
<b>*Active Supervision Strategies</b>				

Activity	Description	Supervision Plan		
		Date Developed	Date Reviewed	Date Reviewed
Mealtimes	Meal prep/cooking, meal serving, age-developmentally appropriate foods, bottled children, seated within arm's length of children thirty-six (36) months of age and younger, etc.			
<b>*Active Supervision Strategies</b>				
Nap Time	Monitoring sleeping/non-sleeping children, nap locations/areas, adequate lighting, Infant safe sleep, etc.			
<b>*Active Supervision Strategies</b>				
Planned system for children who need extra support	Difficulty with transitions, challenging behaviors, escape/hiding risks, disabilities, etc.			
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Personal Needs/Emergencies	Restroom breaks, illness, injury, emergency phone calls, staff shortage, fire, flood, emergency plan, emergency kit, etc.			
<b>*Active Supervision Strategies</b>				
Environment	Classroom/childcare areas are arranged for easy sight of children, no hidden areas; furniture not blocking sightline, etc.			
<b>*Active Supervision Strategies</b>				
Other:				
<b>*Active Supervision Strategies</b>				

## Developing the Active Supervision Plan – Step 3: Reflect, Evaluate and Revise the Active Supervision Plan

Use the following chart and questions as an ongoing tool to reflect upon and evaluate the implemented Active Supervision Strategies. After reflection and evaluation, revise the Active Supervision Plan as needed for each classroom or program.

<b>Activity:</b> (i.e., arrival/sign-in, etc.)			
<b>Current Strategy:</b>	<b>Reflect:</b>		
	Was implementation of strategy successful?		
	<ul style="list-style-type: none"> <li>If so, what led to successful implementation?</li> <li>How will the program maintain successful implementation over time?</li> </ul>		
	<b>Evaluate:</b>		
	<p>What challenges interfered with successful implementation (i.e., lack of training, staff turnover, etc.)?</p> <p>What resources are needed for the program to successfully implement Active Supervision strategies?</p>		
	<b>Revised Strategy:</b>	<b>Date Revised:</b>	<b>Date Revised:</b>
	What new strategies will the program implement?		